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AUTHOR Miller, Larry A.
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ABSTRACT

Designed to investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse, this test contains four stories which were drawn from basal readers and modified so that the categories of pronouns were represented in proportion to their occurrence in the basal readers. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. Two passages are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple-choice items, with each item containing four choices. The two passages of cloze or TAR-C tests contain 50 deleted words, and a number of items test words other than pronouns for the purpose of avoiding set. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

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CS 201 373

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 KENYON ROAD
URBANA, ILLINOIS 61801

Category: Reading

Title: 1. Tests of Anaphoric Reference - Multiple Choice Format (TAR-MC)

2. Tests of Anaphoric Reference - Cloze Format (TAR-C)

Author: Larry A. Miller

Age Range: Primary

Description of the Instrument:

Purpose - To investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse. In the TAR-C, the subject was required to supply a substitute, while in the TAR-MC, the subject had to identify the antecedent.

Date of Construction - 1973

Physical Description - A review of literature and an analysis of basal readers for frequency indicated three predominant categories of pronominal reference of the anaphoric type. Four stories were drawn from basal readers and modified so that these categories of pronouns were represented in proportion to their numbers which occurred in the basal readers. That is, sixty per cent of the pronouns were of the category 1 type, with twenty per cent for each of the other two categories. Stories were further modified so that two stories contained two antecedents and two stories contained four antecedents. Antecedents were divided equally by sex. The distance between the antecedent and anaphora was counted in terms of "propositions" and was varied so that one half of the antecedent/anaphora were separated by 0-2 propositions and half by 3 - 5 propositions. Other story modifications such as avoiding the identification

of sex stereotyping character roles were also made.

Two passages (one with two antecedents and one with four antecedents) are tested by means of multiple choice items and are referred to as the TAR-MC, Form 1 and 2. There are 48 multiple choice items, with each item containing four choices. Of the 48 items, 40 test the antecedent - anaphora relationship, whereas the remaining are used as distractor items so that the subjects will not develop a "set" for pronoun type questions. In the story with two antecedents, two additional characters (which do not enter into an antecedent relationship) were introduced to provide enough plausible answers in the multiple choice items. The children are first given the story to read. Upon completion of the story the children's attention is focussed on a particular anaphora in a given line or other word in the case of distractor items (the lines of the stories are numbered). They are then directed to look at the choices in the test and to choose the answer which means the same as the word in the line to which they have been directed. This procedure is followed until all items are completed.

The cloze or TAR-C tests were constructed on the two remaining passages. Fifty words are deleted to ensure validity, as has been suggested in research literature. As in the multiple choice tests, a number of items test words other than pronouns, for the purpose of avoiding "set".

Validity, Reliability, and Normative Data:

Normative data were obtained from 100 subjects in grade two and who were divided equally between reading achievement and sex. Content validity was established for the construction of the stories and for the multiple choice items. Validity for the cloze is based on research for this instrument. Reliability for the two forms of the cloze (TAR-C) was established by a test-retest. Coefficients were .93 and .84 for Forms 1 and 2, respectively. Split-half reliability was calculated for the TAR-MC and when corrected for length, the coefficients for Forms 1 and 2, respectively were .80 and .77.

Ordering Information:

ED

Related Documents:

Miller, Larry A. An Investigation Into the Relationship of Anaphoric Reference and Reading Achievement of Grade Two Children. Unpublished Doctoral Dissertation, The University of Alberta, Edmonton, Alberta, 1974

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Larry A. Miller

Cloze Directions

You are going to read a story from which some words have been taken out. Whenever you see a blank, you are to try and guess what word has been left out. Write or print this word on the line. Look at your example sheet (hold up correct sheet). Here is an example.

The _____began to moo.

What word might fit in the blank? (accept answers)

Let's try another one.

Red and _____are my favorite colors.

What word would you want to write on the line? (Accept answers from the children). Now we see sometimes more than one word can be correct. Most of the time only one word has been taken out of the story. But if you want to put a name on the blank line you may need a title such as Mrs. Smith or Mr. Jones. This is the only time you will use more than one word. All the blanks are exactly the same length, but the words that fill them may be long or short.

Try to fill in every blank. If you cannot think of a word go on to the next blank. Don't be afraid to guess. Watch for punctuation marks such as periods. They tell you where a sentence ends. When you finish go back and try to fill in any blank you skipped. If you want to change an answer cross out the word on the blank and write the new one above it.

If you don't know how to spell a word, hold up your hand. I will come to your desk and spell it for you.

Before we begin the big story let's practice on the small story. Look at example 3. I want you to try and fill in the three blanks in the story. Ready? Begin. (Allow time for completion of the task. Ascertain all children understand the task.

Name _____

1. The _____began to moo.

2. Red and _____are my favorite colors.

3. The two bears were _____for something to eat.
   The mother found some _____. Just as they started
   to eat another bear came.
   "_____out of my berries," said the big bear.

THE STORM (TAR-C Form 1)

One afternoon Jimmy was working in his garden. Mitten, the cat, was playing near by. Jimmy's father was in bed with a bad cold.

Mrs. Green came out of the lighthouse and said to Jimmy, "___1A___ will not be visiting ___7A___ grandmother today. A storm is coming. __1B__ just heard the news on the ___Nil___.

"Mother," Jimmy asked, "May ___1A___ play out in the rain if __1B__ put on the new raincoat __1B__ bought for __2B__?"

"Not this time," answered __7B__ mother. "The man on the radio said the __Nil__ will be bad."

Mrs. Green went down to the dock. Mitten went with __2A__. First, __1A__ moved the boat into the boathouse and shut the windows. Then __1B__ went back into the house.

Jimmy took Mitten into the lighthouse. A small drop of rain fell. The clouds were getting darker. __2A__ helped __7B__ mother shut the __Nil__ in the house.

"The storm is coming very quickly," said Mrs. Green.

As the two of __2B__ looked out the window, Mrs. Green pulled down her hat. __1A__ saw that the lake was not blue anymo e.

The waves were splashing up Nil the island. Soon rain began to fall hard.

Mrs. Green went into the lighthouse, took off 7A raincoat, and turned on the radio.

Mrs. Green said, "1A hope all the small boats get to the docks safely. 7A friend Judy Nil sailing today."

Jimmy answered, " 1A hope so too. The small boats can upset very easy. 1B must go up in the lighthouse and turn on the lamp."

When Jimmy climbed to the top of the lighthouse, Mrs. Green went with 2A . The water looked wild. 1A looked out over Nil lake with the field glasses. 1B could see the small boats trying to find a safe place to stay.

Mrs. Green said, "1A won't get much sleep tonight. A boat may get into trouble and 1B will have to keep watch. Anything can happen in such a Nil storm." She looked at Jimmy and said, 1A have to go to bed."

Jimmy didn't like going to bed but it was best to listen to 7B mother. It took 2B a long time to fall asleep.

The next morning Jimmy was up early. Mrs. Green was _____Nil_____ the kitchen making breakfast. Putting on ____7B____ new jacket, Jimmy ran into the room. Outside it was sunny again.

"Do ____1B____ think there will be another storm today?" ____1B____ asked.

Mrs. Green smiled. "No, Jimmy," ____1A____ said. "The storm has blown away. Anyway, ____1B____ have a long list of ____Nil____ for ____2B____ to do."

Jimmy hung ____7A____ head. ____1A____ liked watching the stormy seas and listening to the wind. ____1B____ could still remember the crashing waves. Jimmy wanted to stay. But when mother tells ____2A____ to work there is no way of getting out of it. Jimmy's cat ran to ____2A____. Then ____1A____ picked up a rake and ____Nil____ for the garden.

Key: 1,2,7 = respective categories of anaphora included in the study.

A = anaphora/antecedent separated by 0-2 propositions

B = anaphora/antecedent separated by 3-5 propositions

✓ = appropriate answer

The Little Fox (TAR-C Form 2)

Mr. Painter, Judy and Jim had left the car to take a walk in the woods. Beside a big tree Mr. Painter found a baby fox. Its eyes were shut.

"Is something wrong with the fox?" asked Jim. "It is so quiet."

"Yes" ___7A___ father answered, " ___1B___ think ___1B___ needs food. Something must have happened to the mother. This fox won't live if left alone here."

Judy and Jim petted the fox but the ___nil___ red animal did not move.

They asked, "May ___1B___ take it home? The fox needs help. ___1B___ will take care of it until it get better."

Mr. Painter picked up the fox, put ___2A___ in his coat, and took it to the car. Then ___1B___ and the kids started ___nil___.

Before long the car came to a stop in the Painter's garage. Jim and Judy hopped out and ran to find a box. A large ___nil___ box was found in the house. ___1B___ put some rags in the box to make a bed and ___7B___ father carried the fox over to it.

Judy looked at Jim and said, "Maybe ___1A___ should get some food for the fox. It looks hungry to ___2B___.

___1B___ thought their father was right and ___nil___ the fox in the garage.

The ___nil___ day Judy and Jim were eating breakfast in the house when ___1A___ heard a loud noise. Judy rushed to the window. When ___1A___ looked out, the fox was chasing the chickens and Mr. Painter was chasing the fox. Taking ___7B___ shoes she ran to help.

Jim rushed outside but by this time the fox had run away. He looked around and saw ___7B___ father. Mr. Painter looked at Jim and gave ___2A___ a shake of the head.

"___1A___ must get rid of the fox," ___1B___ said.

Just then Judy came running out of the house. Jim told ___2A___ the sad news. The fox must be set free in the ___nil___.

Mr. Painter knew the knew the kids were very sad. ___1A___ looked at the fox and said, "___1B___ know a wild fox is not happy when it is kept tied up. So we must give ___2B___ a chance to be free."

Judy and Jim felt sad, but they knew that ___7A___ father was right. They ___nil___ the fox a big breakfast. Then ___1B___ rode off with their father in the car.

When the three of them found a good place in the woods the fox was set free. It ran into the woods. The Painters stood by the car and watched ___2B___. Judy closed ___7A___ eyes and when she opened them the fox was gone.

Judy went to the kitchen to get some __nil_____ for the fox. __1A_____ placed the food beside the fox. Then __1B_____ sat down and watched _____@2A___. The fox opened its eyes but did not make a sound.

Jim said, "__1A_____ think the fox should be left alone. Then it will eat something."

Jim and Judy left the garage, but the next morning they were back early. __nil_____ of the food was gone. Their plan had worked. The fox sat watching them.

Jim said to the fox, "__7A_____ nose is cold and wet! __1A_____ will be better soon."

Then Mr. Painter came into the garage. _____1A_____ smiled at the little fox which was now standing on its feet. Jim and Judy were standing __nil_____ the fox watching every move.

Mr. Painter said, "__1A_____ think the fox is going to get well. That was a kind thing the two of you did for it. Just look at __7B_____ pretty eyes!"

The little fox kept on growing stronger. Before long it began to act like a pet. Jim and Judy played with fox as if _____1A_____ were a puppy.

One day Mr. Painter said to Jim and Judy, "The fox is growing fast. _____1A_____ must keep it tied up in the yard. _____1B_____ might jump over the fence and run after the chickens."

Key: see previous sheets.

Multiple Choice Questions

The Mice

(TAR-MC Form 1)

On your desk you have a story and two answer sheets. After you read the story I am going to ask you some questions and you will circle the answer on the answer sheets.

First, print your name at the top of each answer sheet (check that they don't print their names on the story sheet)

NOW I WANT YOU TO READ THE STORY. BEGIN. (Allow time for reading)

Now let's take answer sheet #1.

Put your finger on line 1. Find the word that tells the name of the witch and circle the word in number 1 on your answer sheet.

Put your finger on line 3. Find the word that tells the name of the cat and circle the word in number 2 on your answer sheet.

Put your finger on line 8. Find the word <u>It</u> and on your answer sheet in number 3 circle the word that means the same as <u>it</u>.

The Mice (cont:)

Put your finger on line _____. Find the word _____. On your answer sheet in number _____. Circle the word that means the same as _____.

6, I, 1, I
6, us, 2,us
9, I, 3, I

Put your finger on line 13. Find the word that tells why Crackle wanted to stay in the house and circle the word in number 4 on your answer sheet.

17, she, 5, she
18, her, 6, her
20, he, 7, he

Put your finger on line 20. Find the word which tells who Crackle called and circle the word in number 8 on your answer sheet.

21, him, 9, him
22, my, 10, my

TURN OVER THE SHEET

1, I, 11, I
2, you, 12, you
3, we, 13, we

Put your finger on line 6 and find the word which tells what awakened Crackle and circle the word in number 14 on your answer sheet.

7, her, 15, her
7, his, 16, his
10, the second she, number 17, the second she

Put your finger on line 11 and find the word that tells on what Crackle fell and circle the word in number 18 on your answer sheet.

12, you, 19, you
13, my, 20, my
15, us, 21, us
16, I, 22, I
17, he, 23, he
19, she, 24, she

THE MICE

Once upon a time there was a witch whose name was Crackle. She lived with two dogs, Ginger and Sam, and a large cat named Fluffy. They lived in a house at the edge of the forest. Crackle's house was very old.

On stormy nights, Crackle would say to Fluffy, "Sometimes I think this house is getting too old for the two of us. Maybe we should live in a new place."

Fluffy would answer, "Yes, the house is old and it leaks in a storm. But I like this broken-down place. Except on stormy nights, the house is very quiet.

On days when the sun was shining, Crackle would say to herself, "I have decided Fluffy is right. If I left this old house I would still need a new place. I need a quiet place where I can get a good night's sleep. I am sure there isn't a quieter house than this one."

One day trouble started. Crackle came home late. She was tired. She had been shopping all day for a new hat. She went to the cupboard for some food but her cupboard was empty.

Crackle went to the door and called, "Fluffy!" He came running in a second. Crackle said to him, "Look in this cupboard. Someone has taken my bread and cheese."

Fluffy smelled the cupboard, "Mice!" he said. "I smell mice!" Fluffy looked at Crackle and said, "You go to bed. I will stay up and take care of the mice. Then we will both be happy." The cat hid in the cupboard.

Crackle turned off the light and went to bed. She was so tired that she fell asleep at once. Suddenly, noises awakened her. Fluffy had jumped from his hiding place and was running after the mice and bumping into everything in the dark. Crackle jumped out of bed and ran downstairs. At the bottom of the stairs she missed a step. She tripped over Fluffy and fell on the floor. Crackle looked at Fluffy and asked, "Did you catch those mice?"

"No," said Fluffy, "I tried my best. But I did frighten them away."

"Good," said Crackle. "Now both of us can have a good night's sleep. I am tired, and it's getting very late.

Fluffy was sorry that he had not caught the mice. Crackle and Fluffy ate some food before going back to bed. Then Crackle put out the light and she went upstairs. Fluffy stayed downstairs. The night got quiet again.

"This is better," he said. "No mice!"

Answer Sheet Number 1 (TAR-MC Form 1) .

Name: _____

1. a. Ginger
   b. Sam
   c. Crackle
   d. Fluffy

2. a. Fluffy
   b. Ginger
   c. Sam
   d. Crackle

3. a. Fluffy
   b. house
   c. place
   d. storm

Answer Sheet Number 2 (TAR-MC Form 1)

Name: _____

1. a. Sam
   b. Crackle (1A)
   c. Ginger
   d. Fluffy

2. a. Crackle and Ginger
   b. Sam and Ginger (2A)
   c. Fluffy and Sam
   d. Crackle and Fluffy

3. a. Fluffy
   b. Crackle (1B)
   c. Ginger
   d. Sam

4. a. old
   b. quiet (1B)
   c. new
   d. good

5. a. Crackle
   b. Ginger (1B)
   c. Fluffy
   d. Sam

6. a. Sam
   b. Fluffy 7B
   ✓ c. Crackle
   d. Ginger

7. a. Ginger
   b. Crackle 1A
   c. Sam
   ✓ d. Fluffy

8. a. Ginger
   b. Sam
   c. Crackle
   d. Fluffy

9. a. Sam
   ✓ b. Fluffy 2A
   c. Ginger
   d. Crackle

10. a. Fluffy
    b. Ginger 7B
    ✓ c. Crackle
    d. Sam

11. a. Crackle
    ✓ b. Fluffy 1B
    c. Sam
    d. Ginger

12. a. Fluffy
    b. Ginger 1A
    c. Sam
    d. Crackle

13. a. Crackle and Fluffy
    b. Fluffy and Sam 1B
    c. Fluffy and Ginger
    d. Crackle and Ginger

14. a. noises
    b. mice
    c. light
    d. tired

15. a. Sam
    b. Ginger 2B
    c. Crackle
    d. Fluffy

16. a. Ginger
    b. Crackle 7A
    c. Sam
    d. Fluffy

17. a. Sam
    b. Fluffy — 1B
    c. Crackle
    d. Ginger

18. a. bed
    b. stairs
    c. floor
    d. step

19. a. Fluffy
    b. Sam — 1A
    c. Ginger
    d. Crackle

20. a. Crackle
    b. Fluffy — 7A
    c. Sam
    d. Ginger

21. a. Crackle and Sam
    b. Crackle and Fluffy — 2B
    c. Crackle and Ginger
    d. Ginger and Sam

22. a. Fluffy
    b. Ginger — 1B
    c. Crackle
    d. Sam

23. a. Fluffy
    b. Sam — 1A
    c. Ginger
    d. Crackle

24. a. Sam
    b. Ginger — 1A
    c. Crackle
    d. Fluffy

Key: 1, 2, 7 = respective categories of anaphora including in the study.

A = anaphora/antecedent separated by 0-2 propositions

B = anaphora/antecedent separated by 3-5 propositions

= appropriate answer.

Multiple Choice Questions

The Lost Turtle

(TAR-MC Form 2)

On your desk you have a story and two answer sheets. After you read the story I am going to ask you some questions and you will circle the answer on the answer sheets.

First, print your name at the top of each answer sheet (check that they don't print their names on the story sheets).

NOW I WANT YOU TO READ THE STORY. BEGIN. (Allow time for reading)

Now let's take Answer Sheet #1.

Put your finger on line 3 in the story. Find the word that tells where Tom and Jill were going. Circle the word in number 1 on your answer sheet. (Check)

Put your finger on line 11. Find the word her. On your answer sheet in number 2 circle the word that means the same as her.

Put your finger on line 12. Find the word which tells what Jill couldn't find and circle the word in number 3 on your answer sheet.

Now let's begin the next answer sheet.

Put your finger on line _____. Find the word _____.
On your answer sheet in number _____ circle the word that
means the same as _____.

6, I, 1, I

7, him, 2, him

8, you ,3, you

Put your finger on line 10. Find the word that tells in what Tom kept his turtle and circle the word in number 4 on your answer sheet.

10, I, 5, I

13, your, 6, your

14, you, 7, you

16, I, 8, I

Put your finger on line 16. Find the word that tells where Tom left the turtle and circle the word in number 9 on your answer sheet.

19, you, 10, you

Turn Over The Page

22, he, 11, he

23, his, 12, his

Put your finger on line 32. Find the word that tells where Mrs. Coats, Jill, and Tom went to pick up the turtle and circle the word in number 13 on your answer sheet.

34, I, 14, I

35, us, 15, us

37, it, 16, it

39, I, 17, I

40, he, 18, he

42, their, 19, their

Put your finger on line 43. Find the word that tells what Jill brought the turtle and circle the word in number 20 on your answer sheet.

43, it, 21, it

45, you, 22, you

49, it, 23, it

51, her, 24, her

The Lost Turtle

Mrs. Coats, Jill, and Tom were taking the train home after a long visit on the farm. Tom and Jill were happy to be going home again. Tom wanted to show his friends the new turtle he found on the farm.

Tom said, "I know the first thing I'm going to do when I get back home. I'm going to find something for my turtle to live in. I think I will take a look at him now. Jill, where did you put his box?"

"I don't see it," said Jill. "We each have a snowman box but I don't see the little box for the turtle."

Jill helped her brother look all over their car in the train. But they couldn't find the turtle anywhere.

"Oh Tom!" said Jill. "I'm sorry your turtle is lost. I know how much you liked it."

All at once Tom cried, "My turtle isn't lost. I know where the box is. I didn't bring it. I put it on a chair at the farmhouse before we left today. Then I came off without it."

Mrs. Coats said, "Tom, maybe our friends will send you the turtle. I'll phone the farm when we get home. I'll ask them to send you the turtle right away."

Tom sat down and began looking out the window. But he couldn't help thinking about his pet.

At last the trip was over and the Coat's family was home. Mrs. Coats went to phone the farm to ask for the turtle. By the phone was a note for the family from Mr. Coats. The

note said that the turtle was being shipped by plane and the family could pick it up at the airport.

Jill and Tom yelled happily.

Tom cried, "My turtle came by plane."

Mrs. Coats, Jill, and Tom got into the car and went to the airport. Soon, Mrs. Coats stopped the car.

"Jill, you wait in the car," said Mrs. Coats. "Tom and I will go get the turtle. We know where to go so it won't take us long."

In five minutes Tom and his mother were back.

Tom cried, "I got my turtle. A letter came with it."

Tom laughed when the letter was read.

"Our friends wrote that I have the fastest turtle in the world," he said.

The next morning Tom and Jill were up early. They couldn't wait to show the turtle to their friends. Jill brought some food for the turtle but it was not in the box. Mrs. Coats and Tom came running from the kitchen.

Mrs. Coats said, "Tom, you look in this room. Jill and I will look upstairs. The turtle couldn't have gone too far. He must be here somewhere."

A short time later Jill let out a yell.

"Here it is!" she said.

Jill had found the turtle swimming around in the goldfish bowl. Jill put her hand into the bowl and lifted the turtle out. Then Mrs. Coats took the turtle downstairs to Tom.

Answer Sheet Number 1 (TAR-MC Form 2)

Name: _____

1. a. friends
   b. home
   c. turtle
   d. farm

2. a. brother
   b. car
   c. Jill
   d. train

3. a. train
   b. car
   c. brother
   d. turtle

Answer Sheet Number 2 (TAR-MC Form 2)

Name: _____

1. a. Jill
   b. Tom (1B)
   c. Mrs. Coats
   d. the turtle

2. a. Mrs. Coats
   b. Jill (2B)
   c. Tom
   d. the turtle

3. a. Tom
   b. the turtle (1A)
   c. Mrs. Coats
   d. Jill

4. a. car
   b. home
   c. box
   d. farm

5. a. Jill
   b. Mrs. Coats (1A)
   c. the turtle
   d. Tom

6. a. Tom
   b. Jill — 7A
   c. Mrs. Coats
   d. the turtle

7. a. Jill
   b. Mrs. Coats — 1B
   c. the turtle
   d. Tom

8. a. the turtle
   b. Jill — 1B
   c. Tom
   d. Mrs. Coats

9. a. Box
   b. chair
   c. train
   d. home

10. a. Mrs. Coats
    b. Tom — 2A
    c. the turtle
    d. Jill

11. a. the turtle
    b. Jill — 1A
    c. Tom
    d. Mrs. Coats

12. a. Mrs. Coats
    b. Tom 7B
    c. the turtle
    d. Jill

13. a. farm
    b. airport
    c. home
    d. train

14. a. Jill
    b. Mrs. Coats 1A
    c. Tom
    d. the turtle

15. a. Mrs. Coats and Jill
    b. Tom and Jill 2B
    c. Tom and the turtle
    d. Mrs. Coats and Tom

16. a. Tom
    b. the turtle 2A
    c. Jill
    d. Mrs. Coats

17. a. Mrs. Coats
    b. Jill 1B
    c. Tom
    d. the turtle

18. a. Jill
b. Tom 1B
c. the turtle
d. Mrs. Coats

19. a. Tom and the turtle
b. Jill and the turtle 7B
c. Mrs. Coats and Tom
d. Tom and Jill

20. a. water
b. milk
c. breakfast
d. food

21. a. Mrs. Coats
b. the turtle 1A
c. Jill
d. Tom

22. a. Mrs. Coats
b. Jill 1A
c. Tom
d. the turtle

23. a. Jill
b. the turtle 1B
c. Tom
d. Mrs. Coats

24. a. Jill

b. Tom 7A

c. Mrs. Coats

d. the turtle

KEY: 1, 2, 7 = respective categories of anaphora included in the study.

A = anaphora (antecedent separated by 0-2 propositions

B = anaphora (antecedent separated by 3-5 propositions

✓ = appropriate answer